



RUBY ELEMENTARY

249 Thurman Ave
Ruby, SC 29741

Grades	PK-5 Elementary School	
Enrollment	317 Students	
Principal	Beth Suggs	843-634-6310
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

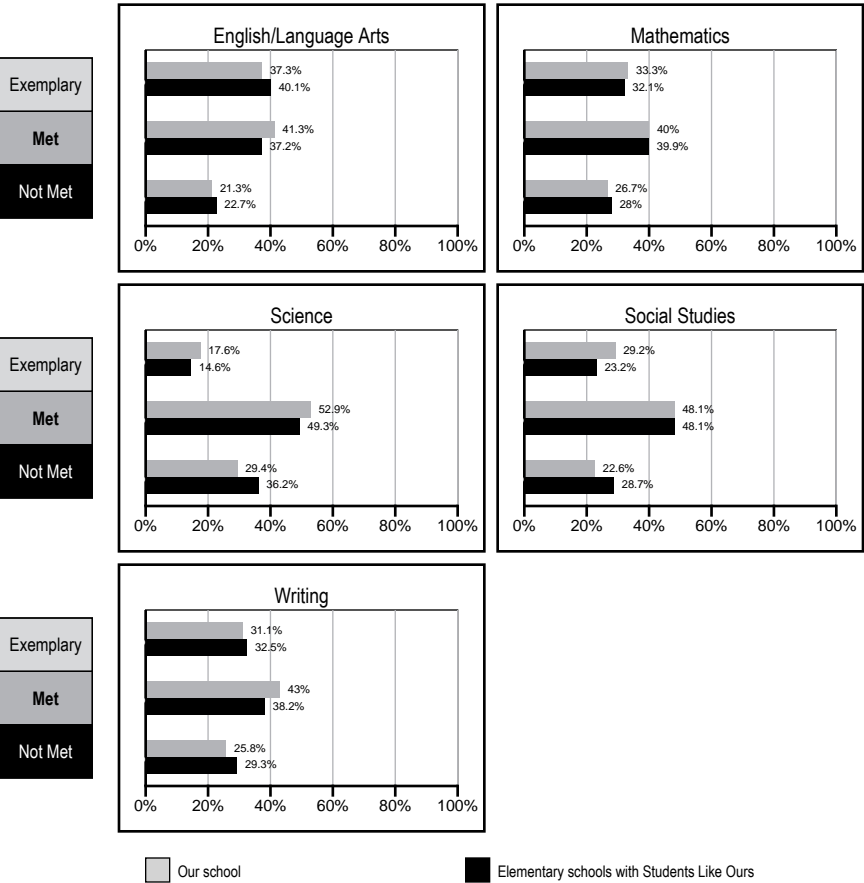
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=317)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.8%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	10.6%	Up from 5.3%	11.8%	11.7%
With disabilities other than speech	6.0%	Down from 7.0%	8.6%	8.0%
Older than usual for grade	1.2%	Up from 0.9%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	76.5%	No Change	60.0%	60.5%
Continuing contract teachers	82.4%	Down from 88.2%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	97.6%	Up from 95.4%	88.8%	87.0%
Teacher attendance rate	95.0%	Down from 95.1%	95.5%	95.4%
Average teacher salary*	\$45,924	Down 2.6%	\$47,240	\$47,288
Professional development days/teacher	7.6 days	Down from 8.0 days	10.3 days	10.5 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.2 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.9%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,851	Up 1.3%	\$7,494	\$7,548
Percent of expenditures for instruction**	70.4%	Down from 70.9%	67.3%	68.7%
Percent of expenditures for teacher salaries**	68.8%	Up from 68.3%	63.7%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year has been very challenging and rewarding at Ruby Elementary School. Through extremely hard work and dedication from our faculty, staff, students, parents, and community volunteers, many positive achievements have taken place.

The school once again met Adequate Yearly Progress by successfully satisfying all requirements for 13 of 13 objectives. Ruby Elementary maintained accreditation from South Carolina and Southern Association of Colleges and Schools.

Ruby Elementary had a greater percentage of students meeting PASS standards in every subject area (English/Language Arts, Mathematics, Science, Social Studies, and Writing) than elementary schools with students like ours and elementary schools statewide.

Our school was recognized by the Education Oversight Committee as a Palmetto Awards Showcase School.

Ruby Elementary continues to work cooperatively with the community to provide a positive environment that enables all students to earn a quality education. We envision continued success during the 2010-2011 school year.

Nelson Hendrick, Principal
Robbin Usher, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	52	37
Percent satisfied with learning environment	100.0%	92.2%	86.1%
Percent satisfied with social and physical environment	100.0%	84.3%	83.8%
Percent satisfied with school-home relations	95.2%	94.2%	73.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	158	100	21.6	41.8	36.6	89.5	79.7	83.5	Yes	Yes
Gender										
Male	70	100	29	34.8	36.2	84.1	76.1	80.1	N/A	N/A
Female	88	100	15.5	47.6	36.9	94	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	130	100	16.5	42.5	40.9	94.5	86.8	89.6	Yes	Yes
African American	28	100	46.2	38.5	15.4	65.4	69.6	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	79.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	85.1	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	48.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	117	100	26.5	44.2	29.2	86.7	75	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	158	100	28.1	39.2	32.7	82.4	77.4	80.4	Yes	Yes
Gender										
Male	70	100	24.6	42	33.3	82.6	73.6	78.4	N/A	N/A
Female	88	100	31	36.9	32.1	82.1	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	130	100	25.2	37	37.8	83.5	86	87.8	Yes	Yes
African American	28	100	42.3	50	7.7	76.9	65.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	74.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	83.2	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	117	100	31.9	44.2	23.9	79.6	72.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	108	99.1	30.8	51.9	17.3	69.2	59.1	67.3
Gender								
Male	45	97.8	30.2	48.8	20.9	69.8	58.2	66.9
Female	63	100	31.1	54.1	14.8	68.9	59.9	67.7
Racial/Ethnic Group								
White	88	100	29.1	51.2	19.8	70.9	72.1	79.6
African American	20	95	38.9	55.6	5.6	61.1	41.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	51.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	33.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	53.6	58.6
Socio-Economic Status								
Subsidized meals	81	98.8	34.6	56.4	9	65.4	51.4	55.4

Social Studies

All Students	110	99.1	24.1	47.2	28.7	75.9	62.2	70.9
Gender								
Male	53	100	24.5	45.3	30.2	75.5	61.8	70.1
Female	57	98.3	23.6	49.1	27.3	76.4	62.5	71.7
Racial/Ethnic Group								
White	90	98.9	19.1	47.2	33.7	80.9	72.5	79.2
African American	20	100	47.4	47.4	5.3	52.6	47.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	64.3	68
Socio-Economic Status								
Subsidized meals	81	98.8	30.4	51.9	17.7	69.6	54.9	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	157	98.1	25.8	43	31.1	74.2	69.1	72.1	95.4	95.7
Gender										
Male	69	95.7	37.9	42.4	19.7	62.1	60.8	65.2	95.4	95.7
Female	88	100	16.5	43.5	40	83.5	77.3	79.2	95.4	95.8
Racial/Ethnic Group										
White	130	99.2	22.8	42.5	34.6	77.2	78.2	80.8	95.5	95.4
African American	27	92.6	41.7	45.8	12.5	58.3	56.3	59.7	95.1	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	92.2	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.7	64.6	94.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	73.4	N/A	95.8
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	20	27.7	93	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	63.7	95	96.6
Socio-Economic Status										
Subsidized meals	120	98.3	29.6	47.8	22.6	70.4	62.4	61.9	95	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	24.1	37	38.9	75.9
	4	54	100	18.5	55.6	25.9	81.5
	5	38	100	10.8	51.4	37.8	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	17.1	34.1	48.8	82.9
	4	60	100	21.7	40	38.3	78.3
	5	55	100	25	50	25	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	55	100	31.5	38.9	29.6	68.5
	4	54	100	27.8	57.4	14.8	72.2
	5	38	100	27	56.8	16.2	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	39	17.1	43.9	61
	4	60	100	13.3	46.7	40	86.7
	5	55	100	36.5	48.1	15.4	63.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	40.7	40.7	18.5	59.3
	4	54	100	20.4	70.4	9.3	79.6
	5	20	100	30	55	15	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	21	95.2	57.9	26.3	15.8	42.1
	4	60	100	23.3	56.7	20	76.7
	5	27	100	28	60	12	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	28	100	18.5	51.9	29.6	81.5
	4	54	100	7.4	61.1	31.5	92.6
	5	18	100	11.8	41.2	47.1	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	95.5	19	38.1	42.9	81
	4	60	100	25	43.3	31.7	75
	5	28	100	25.9	63	11.1	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	57	96.5	22.6	35.8	41.5	77.4
	4	54	98.2	34	49.1	17	66
	5	38	100	24.3	54.1	21.6	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	42	97.6	25	37.5	37.5	75
	4	60	96.7	22.4	37.9	39.7	77.6
	5	55	100	30.2	52.8	17	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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